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## EDUCATIONAL NEWS AND EDITORIAL COMMENT

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### NEW YORK SCHOOL INQUIRY

The New York school inquiry has continued to attract attention during the month. Preliminary reports have been put into the hands of the New York newspapers, and widespread comment has been heard on the various recommendations of the Committee of Inquiry. Professor Hanus was good enough to supply the *Review* with the following summary which constitutes the closing paragraphs of his general summary of the report:

It is clear that in spite of the progress the public-school system of New York City has made since the consolidation, it is seriously defective. It needs thorough reorganization in respect to its administration by the Board of Education and the supervisory staff; and in respect to its general system of supervision. The Board of Education needs a clear conception of its functions, and should come to close quarters with its work. The Board of Superintendents fulfils no useful function and should be abolished. In the general system of supervision, helpful co-operation under leadership should replace bureaucratic control. The Board of Examiners is decidedly efficient, but needs reorganization to improve and maintain its efficiency. The courses of study for elementary schools and for high schools need thoroughgoing revision, and flexibility should replace rigidity in their administration. The quality of the teaching in the elementary schools, at least, is in general not good, though sometimes good to excellent. The provisions for the discovery, segregation, and appropriate treatment of mentally defective children are quite inadequate, and need immediate attention. The compulsory attendance service is inefficient; it emphasizes police functions rather than preventive measures, and the staff greatly needs reorganization on a functional basis. The recognized advantages of intermediate schools in relieving congestion have not led to the further establishment of such schools, and no attempt has been made to realize the exceptional educational opportunities these schools afford; promotions and nonpromotions are not studied so as to yield a real basis for a maximum rate of promotion; part time classes should be abolished; the estimated need of teachers for elementary schools and for high schools is not based on indisputable and well-organized data. The provision for industrial education is so meager as to be almost negligible; neither industrial nor commercial education is so maintained as to secure the necessary effective co-operation of industry and commerce, and co-operative and continuation schools are wholly absent. Habitual self-scrutiny and an appeal to well-

conducted investigations and experiments to secure the necessary data to confirm or refute educational opinion and furnish the regulative for all the activities of the school system and for its adequate financial support are lacking.

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#### THE STANDARDIZING OF SOUTHERN HIGH SCHOOLS

The standardizing of secondary schools in the southern states has been undertaken by a commission appointed by the Association of Colleges and Secondary Schools of the Southern States. At the meeting of this Association in 1911, a list of requirements was adopted and the committees for inspecting high schools were created. The first list will be made out in 1913, when the commission will hold a meeting at Richmond, Va. The blanks which are to be used for the collection of information have been drawn up in such a way that they are in a large degree uniform with the blanks of the North Central Association. A division of territory has also been worked out, so that there will be no duplication of effort between the North Central Association and the Southern Association.

In one respect the Southern Association has gone farther than the older association with which it is co-operating. A blank has been prepared upon which colleges will report in February of each year to the commission in each state the standing of all students entering from the high schools in that state. In this way an objective measure of the efficiency of the certificating system will be established. The development of this objective system of measurements will undoubtedly overcome some of the objections which have been made to the certification system as it is used in the northern states. Indeed a well-formulated movement is under way in the North Central Association to collect, in a large way, information of this type as a supplement to the information which is collected through personal inspection. It is only through some such supplementing of personal inspection that the certification system can ever be made to stand against the objections which are offered to it by those who, in the eastern part of the country, have been accustomed to require examination for the admission of students to college.

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#### REPORT OF INSPECTOR OF HIGH SCHOOLS IN SOUTH CAROLINA

A report by the High School Inspector of the University of South Carolina furnishes an interesting view of the struggle which is going on in the South to develop high schools and Colleges.

After giving statistics for the state, the inspector discusses, in a

number of paragraphs, the details of the present high-school situation. These paragraphs point out by name the high schools which are deficient in particular directions. For example, the inspector calls attention to the fact that "a radical weakness in our high schools is the small amount of science teaching and the inferior quality of what is done." He then mentions various schools in which science courses are not given, and furnishes in this way a definite stimulus to each one of these schools to improve. This pointed criticism of particular schools would hardly be justified if it were not for the fact that the inspector knows that this is the only method which he can employ to bring about the improvement of conditions.

He then proceeds to ask and answer the question, "Who is responsible for these conditions, and what are the remedies?" A few quotations from his paragraphs will show the vigor with which he has attacked the problem. "Nothing is more self-evident than that the people of the state are not putting a just estimate upon the value of first-class high schools, by which is meant schools of at least four years, with a range of subject large enough to meet the needs of all pupils, with enough teachers to handle the classes, and with enough apparatus to do effective work." In order to show the lack of appreciation on the part of communities case after case is cited in which it is shown that "more than one-half of the high-school communities in the state are impoverishing their high schools by taking their sons and daughters away and sending them to college at a heavier expense than that of the entire high school at home." And this is done even before the pupils have finished the regular high-school course. The inspector then gives a number of cases which go to show that the colleges have accepted these high-school students, and have evidently been carrying on, under the name of college, work that is essentially secondary in character. The following remarkable statement calls attention to the attitude which the colleges assumed in the past: "No longer than six years ago almost every college in the state had in its Freshman class numbers of pupils from the second year in the high school. Colleges canvassed for second-year high-school pupils. So well known was all this that the high schools had difficulty in keeping their college preparatory pupils through the third year. Taking pupils from the second-year high school is yet practiced in some of the colleges, but with most of them it has come to be the exception instead of the rule. In so far as the colleges have advanced from a basis of two years of preparation to that of three years, just to that extent have the colleges contributed to the growth of the high schools."

Other interesting information is furnished by this report. Certainly a vigorous attack of this sort upon the problem of secondary education in the South is sure to result in improvement. The report commends itself for the clear-cut definiteness with which the inspector has pointed out the lines where improvements are necessary, and the agencies which must take up the problem of the development of the high school with greater vigor.

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#### HIGHER EDUCATION IN NORTH DAKOTA

On a number of occasions the *Review* has reported the efforts of state institutions of higher education to work out a scheme which shall prevent duplication and concentrate facilities. A report along these lines has just been issued by the "Temporary Educational Commission of the State of North Dakota." This commission was created in 1911; it has been canvassing for two years the relation between the higher institutions in North Dakota, and now renders a report, with the request that the commission be continued for further investigation during the next two years.

This report differs in its findings from most of the reports which have been rendered under similar circumstances. The commission lays down two general principles for the development of the educational system of the state. The first is the principle of the co-ordination of the various institutions involved, and the second is the principle of freedom of government. "Co-ordination implies the existence of a definite place for each institution in the work of state education, and that there is a limited duplication in the relation of the institutions to each other." The principle of freedom of government is interpreted to mean that each one of the institutions of higher learning ought to have its own system of officers who are especially charged with the particular function of that special institution. The recommendation of the commission is formulated as follows: "Recognizing the principle of one board for one type of institution, the university should continue under a board as at present, the agricultural college under another board, the normal schools under a third, and the industrial schools under a fourth."

It may be said that this commission has been very largely influenced in its conclusions by an elaborate statement prepared by Mr. Babcock of the Bureau of Education of the United States, at Washington. Mr. Babcock outlines at great length the relations of the various types of institutions, and his position seems to have influenced the commission to a very great extent.

## A CONFERENCE OF TEACHERS OF EDUCATION

A report has been received from Mr. Charles Mills of a conference of Professors of Education of the Middle West Universities and Colleges, held in Lincoln, Nebraska, during the last week of December. Twenty-five representatives were present from the schools of eight different states. The following program was followed:

"Does the Present Undergraduate Course in Education Accomplish Its Purpose in Training Teachers?" by Professor W. A. Jessup, University of Iowa.

"A College Graduate Teachers' Certificate Valid throughout the Middle West," by Professor J. O. Craeger, University of Wyoming.

"The Vitality of Teaching," by Professor W. M. Jones, University of South Dakota.

"What Has Been Done Along These Lines Up-to-Date," by Professor B. E. McProud, Nebraska Wesleyan University.

"School Observation; what it should seek to accomplish; how to administer it," by Professor Frank E. Thompson, University of Colorado.

"Aim of Practice Teaching, and what it is accomplishing," by Professor Charles Fordyce, University of Nebraska.

"Practice Teaching; its administration in the University," by Professor J. L. Meriam, University of Missouri.

It will not be possible to present a full summary of all of the papers. Two of the discussions of the meeting are, however, of such general importance that a brief reference may be made to them. The first dealt with the problem suggested by Professor Craeger's paper, "Is it possible to secure a college graduate teachers' certificate valid throughout a number of different states?" In the second place, a special problem, which was suggested by Professor Jessup, may be mentioned. Professor Jessup inquired whether the customary course in the history of education aids the teacher in schoolroom work. How far should practice teaching be required of the prospective high-school teacher? And how can the university department of education arrange to administer practice teaching?

The gathering gave an opportunity to inspect the work of the Department of Education at the University of Nebraska. The success of the meeting is evidenced by the fact that arrangements were made for another meeting to be held in December, 1913, at Omaha, Nebraska, under the chairmanship of Professor Charles Fordyce of the University of Nebraska.

## STATEMENT BY DEAN JOHNSTON

The following communication from Dean Charles H. Johnston, of the University of Kansas, is inserted at his request.

Under the heading of National Institution for Moral Instruction, Mr. Milton Fairchild publishes a large advertising folder. This contains reading-matter relating to his lecture, to his lantern slides, and to other matters, together with some indorsements from educators and other men, of his *Visual Instruction in Morals*. My own name and that of the School of Education of the University of Kansas have been printed and thus exploited in these large folders as representing an official and professional indorsement of the whole scheme of visual instruction in morals. In view of the fact that my name and that of the School of Education are being used despite my repeated and explicit declinations to express an opinion, I hope you will allow me this much of your space to correct a very misleading educational announcement.

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GEOMETRY SYLLABUS

At the request of Professor H. E. Slaught, chairman of the committee on Geometry Syllabus, working under the joint auspices of the American Federation of Science and Mathematics Teachers and the National Education Association, the following announcement is inserted for the purpose of making it possible for all the mathematics teachers to secure this publication.

The report of the National Committee of Fifteen on Geometry Syllabus, which has been under consideration for nearly three years, and which was revised and finally adopted at the N.E.A. meeting in July, 1912, has now been republished in a pamphlet of 70 pages and is ready for distribution to the teachers of Geometry, and all others interested. This report was prepared under the joint auspices of the American Federation of Teachers of the Mathematical and Natural Sciences and the National Education Association. It includes a historical introduction and sections on axioms and definitions, on exercises and problems, and the syllabus itself including both plane and solid geometry. It is the hope of the committee that this report may be of great service to all teachers of geometry, and to this end that it may have a wide distribution among all interested. Copies may be secured gratis upon application to the Commissioner of Education, Department of the Interior, Washington, D.C.

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PRINCETON ADMISSION EXAMINATIONS

Princeton has adopted a plan of admission examinations closely resembling the Harvard plan. The new Princeton arrangement is described as follows:

Radical changes in the requirements for admission into Princeton University, by which the number of examinations which must be passed has been considerably reduced, have been announced in the new catalogue of the university which has just been published. The regular requirements have been altered in several respects and a new system has been adopted whereby students of more than average ability will be obliged, in the future, to take only a portion of the examinations originally stipulated for entrance.

The modifications of the regular requirements are intended to give the candidates for admission a larger freedom in the choice of subjects, this change being made especially with a view toward enabling the students in public high schools to adopt their preparation to the Princeton requirements. In respect to the total amounts required there are no alterations, the changes merely giving the student a broader choice of subjects.

An entirely new alternative method of admission to the Freshman class has also been adopted, under the provisions of which the student is forced to pass only four examinations instead of sixteen as formerly, provided he can produce statements from his preparatory school principal which will convince the university entrance committee that he has covered the sixteen subjects and stood above the average in his classes. This system has been adopted to meet the cases of the candidates who have decided late in their school courses to come to Princeton and who have not taken preliminary examinations. The method provides for general examinations in four major subjects—mathematics, Latin, English, and either Greek or modern language, in place of detailed examinations in several different branches of each of these studies.

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#### WINDSOR INDUSTRIAL SCHOOL

The following item is clipped from the *Boston Transcript*:

Windsor, Conn., is to be the seat of a \$2,000,000 vocational high school. Already the plans for the opening of this new institution are at hand; already the architects are competing for the privilege of supervising the erection of \$300,000 worth of buildings. It is expected that the school to be called Loomis Institute will be ready for pupils in the fall of 1914.

The present plans of the trustees provide for a student body of about sixty at the start, which will insure accommodations for all the Windsor boys and girls who are likely at the outset to seek entrance to the school, and to provide at the same time for the considerable number of non-resident pupils who will be eligible to receive tuition there under the terms of the Loomis bequest. The fact is, perhaps, not generally understood, even in Windsor, that the founders contemplated the creation of a school which shall draw pupils from every part of the country, and that it is to be not only a Connecticut school, but a national school. The charter of the school says: "In case a greater number of persons having the requisite qualifications shall apply for admission than the institute can accommodate, then selection from



said applicants shall be made, first from those belonging to the Loomis family by name or consanguinity, next from those belonging to the town of Windsor, next from those belonging to the state of Connecticut, and next from those deemed most worthy, without regard to state or nation."

Two of the stipulations of the Loomis Institute founders put constraints upon the trustees which educational experts in these days would not elect to assume. The school must provide instruction for young persons of both sexes, and no tuition fee can be received from any pupil. It must be a free coeducational school. The income is, fortunately, large enough to enable 200 or more students ultimately to receive training. The trustees are free to use as much or as little of the endowment for buildings as they please, and they are not compelled to spend all the income for carrying on the school until after all the buildings are completed. The trustees have determined to build only a portion of the contemplated structures before opening the school. Plans have been invited for a group of buildings which will include a main school and administration building, a number of dormitories, a residence for the head master of the school, and other necessary structures. It is proposed to provide the students with training which shall enable them not merely to earn a living, but to enter various walks of life with skill and efficiency. Girls will be taught more important things than stenography and typewriting. They will be educated in domestic science, and also trained for the work of matrons in public institutions, and even for the larger responsibilities of the business careers into which so many young women are now beginning to make their way. Boys will be taught to be good artisans, mechanics, clerks, and citizens.

The school will be called a vocational high school, but it is also planned to arrange the curriculum so that boys and girls may be fitted for college.

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#### ENGLISH EDUCATIONAL ORGANIZATION

The similarity between the new English Municipal Education and the state systems which are familiar in America has been commented on in the *Review*. The following editorial copied from the *Philadelphia Inquirer* draws attention to the efforts which are being made in England to develop a complete system of popular education:

Soon after the British Liberal Party came into power, which was on December 5, 1905, a bill to reform the educational system of the country was introduced by the Bannerman Ministry. It was strongly opposed by the Conservatives in and out of Parliament. All the great influences controlled by the Church of England were arrayed against it and after it had been amended beyond recognition in the House of Lords the government let it drop. Since then no further effort to legislate upon this subject has been made. Other matters of greater urgency have engaged the attention of the administration,

and the fact that it could not depend upon receiving the wholehearted support of the Irish Nationalists for any measure which involved the elimination of all religious teaching from the public schools helps to account for its inaction. According to a current report, however, its purposes in the premises have not been abandoned. We are told that Viscount Haldane and Mr. David Lloyd-George, whose energies seem untiring, have formulated a comprehensive scheme of educational reform which covers the whole ground from the primary school to the university.

Its avowed object is to provide a ladder up which any learner who is willing to work hard and whose mental endowment is equal to the occasion may climb from the ground to the top at the public expense. The scope of the instruction furnished by the primary schools is to be extended at both ends by beginning it earlier and continuing it later, and at the same time the curriculum is to be so broadened as to include much manual and technical teaching not now supplied. In the secondary schools these processes are to be further developed as capacity justifies and circumstances admit. There are to be subsidies and scholarships whereby the door of the university shall be opened to every boy and girl attaining to the prescribed standard of proficiency, and in order that there may be enough doors to accommodate the crowds which are expected to qualify themselves for admission, several such universities as those at Liverpool and Leeds are to be established and maintained. Thus there is to be created a symmetrically developed system whereby the great and manifold blessings of a university education are to be brought within the reach of all.

There is likely to be a wide difference of opinion as to the economic value of this ambitious project. Not everyone is convinced that a university education is worth to all its money cost. Some think that in a great many cases it does more harm than good because it involves a loss of time which can never be made up, and actually disqualifies the student for the kind of work in which he would be most usefully and profitably employed. For the young man who is intending to enter one of the learned professions, whose ranks are already so greatly overcrowded, a university education is highly desirable, if not positively necessary, but most young men can get along very well without it.

Apart from this consideration, however, there is the question of ways and means. It will necessitate a large appropriation to carry the Haldane-George program into effect, and the already overburdened taxpayers of the United Kingdom will want to know where the money is coming from. There is not much likelihood that this big educational program will be carried out at any early day.